

Grade Level: Kindergarten

Content Area: Economics, Civics, and Geography

Objective:

Students will compare and contrast how people live in different settings around the world. Give examples of food, clothing and shelter and how they change around the world. Distinguish between a map and globe. Identify the difference between wants and needs. Practice citizenship skills.

Vocabulary: Teachers- please note that students should work collaboratively to develop definitions for each vocabulary word based on research and background knowledge

word	community, wants, needs, map, globe, ocean, rules
------	---

Procedure

Sessions:
This unit will
last 26 days.

- 1) Begin by explaining to the class they are going to go on a journey to Kenya, Africa.
- 2) Assign or let students choose a letter from the alphabet. This will be the letter they are responsible for throughout the unit.
- 3) Each day you will read one slide from the powerpoint presentation. After a class discussion is held students will complete an assignment in their ABC Reflection Journal. The student that has the letter for that day will share what they have learned. As a class brainstorm what they might find in their community that starts with the letter for the day. On a class chart record student ideas from the specific letter. Have students write ideas in their community journal (This will help them with the mix-book).

Lesson 2:	<p>1) Tell students they are going to take a trip to Kenya. Brainstorm what will they need to take with them? What will they want to take with them? What would they do if somebody wanted to borrow something they brought? Together identify the difference between a want and a need. Pass out cards to students and have them sort according to wants and needs for their trip. This can be done as an individual center, group project or in small groups.</p> <p>Pose questions such as what are wants and needs? What is the difference between something you want and need? What would Brian need for a trip to your state? How does the climate determine what you will need?</p> <p>2) Students come up with a question about traveling to Kenya. They record their question on blabberize.com and post their questions on the EFAC blog for Brian and other students to listen to.</p>
Final Project	<p>Students will create an alphabet book on Mixbook for Brian. Each student is responsible for making a page for their assigned letter. Their page will need to reflect something from their community/state. Show students examples on Mixbook.com, review powerpoint and go over class list of ideas to inspire students on what they would like to create for their Mixbook page. Use the template and ideas from their reflection journal to record a plan for Mixbook. When Mixbook is created share your book with another class and post on the blog for Brian to read and comment on.</p>

Teaching Points	<p>A) Discuss the difference of maps and globes. Find Africa and North America on both. Locate Kenya and your State on both.</p> <p>B) Discuss differences in landscape.</p> <p>C) Discuss similarities and differences in climate.</p> <p>D) How do we celebrate traditions?</p> <p>E) Why is education important? What would life be like without an education? Do we have to pay for education in the United States?</p> <p>F) Create a Venn Diagram for both flags.</p> <p>G) What is our geography like? Is it similar to Kenya's?</p> <p>H) Compare and contrast the different settings between Kenya and your state. Give examples of different shelters and how they change according to their environments.</p> <p>I) Give examples of how animals help our economy. We get wool from lambs, ect...</p> <p>J) Discuss different tourist attractions in your community.</p> <p>K) How are your clothes different than clothes in Kenya.</p> <p>L) Make a list of translated words from the dictionary.</p> <p>M) Discuss the climate differences in the mountains compared to other places.</p> <p>N) What do you see when you go to a city? How are cities the same/different?</p> <p>O) How can you tell the difference between land and water on a globe and map? What ocean is close to your state? If you lived near an ocean what jobs might you have? What makes a place special to people who live there?</p> <p>P) Who is our president? How does a president keep us safe?</p> <p>Q) Describe the habitat of the Quelea bird.</p> <p>R) Discuss the importance of rules. What rules do you think Brian has at school? Make a list of questions for Brian to answer.</p> <p>S) What seasons do you have where you live? How are they the same/different to Brian's seasons. How would you dress differently for each season?</p> <p>T) What is a tribe? How do they live differently than you?</p> <p>U) What do you want to be when you grow up? Will you have to go to college? Why is college important?</p> <p>V) What is the difference between a lake and an ocean? Can you find a lake on the map?</p> <p>W) What wildlife would you see on a safari? Would you see those same animals where you live? If you were able to show Brian one animal from where you live what would it be?</p> <p>X) Make a list of words that start with X for Brian to learn.</p> <p>Y) What would it be like growing up in Kenya? How would your childhood be different?</p> <p>Z) As a class write Brian a letter.</p>
-----------------	--

Extension Activities	<p>1) As a class write Brian a letter explaining to him what you have learned about Kenya. Brian will write you back.</p> <p>2) As a class come up with questions you still have for Brian and post them on the EFAC DREAMS blog. Brian will write you back.</p>
----------------------	--

Differentiation Strategies:

<p>Special Education</p> <p>1) Students can draw a picture and explain it to a friend.</p>	<p>Gifted and Talented</p> <p>1). Students can write sentences instead of a picture or label their work.</p>	<p>English Language Learners</p> <p>1) Give students sentence starters to explain their thoughts. Allow students to draw a picture instead of writing.</p>
--	--	--